



WELCOME TO THE COURSE: YOU BELONG HERE!

Dear students,

Welcome to your Psychology course! I am so happy that we get to spend the next few months together. Here at Cascadia, you will find a supportive community of learners, and faculty who want to help students succeed. In this class we will learn together. We will work hard, and that hard work will pay off in knowledge, understanding, and grades. I encourage you to ask questions if you have them, connect with your peers, and get to know me so that we can have the best possible time together! I'm here for you, and this is a class in which you belong, because psychology is about everyone and psychology is for everyone.

Sincerely,
Garth

COURSE SYLLABUS

General Psychology
Psyc&100
5 Credits

STARTING QUESTIONS

Who is my instructor?

My name is Garth Neufeld. I have been teaching psychology for over a decade. I am a therapist by training (LMFT) but I chose a full-time teaching career because of my love for psychology and for seeing students learn. I do a lot of work with the American Psychological Association and I have a teaching podcast called [PsychSessions](#) that you can find on [iTunes](#). I also run a teaching conference called [TIP Northwest](#). I have lived in Canada, New Zealand, California, and Washington. I have traveled to many places around the world including Africa, Europe, Asia, Central America, and Australia. My wife and I operate a non-profit that operates in Thailand, called [Shared Space For All](#), which keeps us busy. I'm a proud father and I love raising our daughter. One thing I like about teaching at Cascadia College is the value we place on active learning. This kind of learning invites students to get involved in their own education and makes for much more interesting classes!

How can I contact Garth?

- *Physical Office Location:* INV-240G (Innovation Hall)
- *Email:* Please email me through our Canvas online classroom. I respond to emails within 24 hours, not including weekends. My less preferred email address is gneufeld@cascadia.edu.
- *Student Hours:* Come see me in my office on Mondays and Wednesdays from 930am-11am or on other days and times by appointment. We can also meet online at bit.ly/garthzoom.
- *Office Phone* (is the worst way to get in touch with me): (425) 352-8233

What are the required materials for the course?

This class has a required digital textbook. The way to access the book is to go into our Canvas classroom and click "Pearson REVEL" on the left side of the screen. You will be directed to purchase the book there. There is also an option to pay an additional \$20 for a hard copy of the textbook. You can get a free trial of the textbook to begin if you are waiting on financial aid. I do not endorse any 3rd party vendors.

Here is the reference for the textbook we use:

Hudson, D., & Whisenhunt, B. (2018). *Psychology*. New York, NY: Pearson.

You can read or listen to your textbook through REVEL on your phone or tablet app, through the REVEL website, or through our Canvas course, under the 'Pearson REVEL' tab on the left side of our home page. Please download the app. The readings will be assigned per week of our course. We will not cover the textbook in its entirety, but you will have access to the entire textbook. You should read all parts of the assigned textbook chapters and complete the quizzes that you are prompted to take – these are worth a significant amount of points in the course.

Is anything else required?

Yes! A written journal (50+ pages, I'll supply it) that will be devoted to the course. You should bring it every day.

What is 'Canvas'?

Canvas is the learning platform that Cascadia College uses to run its courses. *Assignments and communications will take place in Canvas.* You should login to Canvas immediately at Canvas.cascadia.edu. If you have any trouble with Canvas, contact ehelp@cascadia.edu

What is the Prerequisite for this Course?

Completion of or co-enrollment with ENGL 096 (formerly ENGL 100) or placement by testing into ENGL&101

COURSE DESCRIPTION – WHAT THIS COURSE IS ABOUT

This course is an introduction to the science of psychology, surveying contemporary perspectives, methodologies, and core domains that influence and explain human behavior and mental processes. Students will develop skills

such as thinking like a scientist, effective communication and collaboration, and applying psychological knowledge to everyday life and for personal growth and success.

COURSE CONTENT, TOPICS, AND THEMES – WHAT WE’LL COVER

Required Topics:

- Research Methods

Two topics from each of the following *domains:

- Biological (Neuroscience and Sensation or Consciousness)
- Cognitive (Cognition, Memory, Perception, Intelligence)
- Developmental (Learning, Life Span Development, Language)
- Social & Personality (Social, Personality, Emotion, Multicultural, Gender)
- Mental & Physical Health (Abnormal, Health, Therapies)

*Content recommendations from APA (2014) Strengthening the Common Core of the Introductory Psychology Course

COURSE OUTCOMES – OUR LEARNING GOALS FOR THE COURSE

- I. **Learn Actively** - *Learning is a personal, interactive process that results in greater expertise and a more comprehensive understanding of the world.*
 - a. Define and explain basic psychological concepts.
 - b. Interpret research findings related to psychological concepts.
 - c. Apply psychological principles to personal growth and other aspects of everyday life.
 - d. Provide examples of psychology’s integrative themes:
 - i. *Psychological science relies on empirical evidence and adapts as new data develop.*
 - ii. *Psychology explains general principles that govern behavior while recognizing individual differences.*
 - iii. *Psychological, biological, social, and cultural factors influence behavior and mental processes.*
 - iv. *Psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.*
 - v. *Our perceptions and biases filter our experiences of the world through an imperfect personal lens.*
 - vi. *Applying psychological principles can change our lives, organizations, and communities in positive ways.*
 - vii. *Ethical principles guide psychology research and practice.*
- II. **Think Critically, Creatively and Reflectively** - *Reason and imagination are fundamental to problem solving and critical examination of ideas.*
 - a. Describe the advantages and limitations of research strategies.
 - b. Evaluate, design, or conduct psychological research.
 - c. Draw logical and objective conclusions about behavior and mental processes from empirical evidence.
 - d. Examine how psychological science can be used to counter unsubstantiated statements, opinions, or beliefs.

- III. Communicate with Clarity and Originality** - *The ability to exchange ideas and information is essential to personal growth, productive work, and societal vitality.*
- a. Express an understanding of the content, skills, and themes of psychology using written, spoken, or symbolic forms of communication.
- IV. Interact in Diverse and Complex Environments** - *Successful negotiation through our increasingly complex, interdependent and global society requires knowledge and awareness of self and others, as well as enhanced interaction skills.*
- a. Recognize that culture, values, and biases may produce misunderstandings in communication
- b. Engage and collaborate effectively with peers

*Outcomes largely based on recommendations from [APA Introductory Psychology Initiative](#).

ASSESSMENT OF COURSE OUTCOMES

Assessments measure what you've learned. You will be doing a number of different assessments to earn points in this class. These planned assessments may change but the approximate breakdown should be close to accurate:

Assessment	Points	% Breakdown
Online REVEL Textbook Quizzes	300 points	30%

In-Class Assessments	240 points (8 X 40pts, 2 lowest dropped)	24%
Out-of-Class Assessments	300 points (6 X 60pts, lowest dropped)	30%
Final Assessments (comprehensive)	160 points	16%
Total ----- 1000 points		100%

Your point total will be converted to a percentage total and assigned a corresponding decimal grade:

Percent	Decimal	Letter	Percent	Decimal	Letter
98-100	4.0	A	77	2.4	C+
96-97	3.9	A	76	2.3	C+
94-95	3.8	A-	75	2.2	C+
92-93	3.7	A-	74	2.1	C
91	3.6	A-	73	2.0	C
89-90	3.5	A-	72	1.9	C
87-88	3.4	B+	71	1.8	C-
86	3.3	B+	70	1.7	C-
85	3.2	B+	69	1.6	C-
84	3.1	B	68	1.5	D+
83	3.0	B	67	1.4	D+
82	2.9	B	66	1.3	D+
81	2.8	B-	65-64	1.2	D+
80	2.7	B-	62-63	1.1	D
79	2.6	B-	61-60	1.0	D
78	2.5	B-	59 & below	0.0	F

You should always track your grades in Canvas. Feel free to reach out to me if something doesn't make sense.

MAJOR ASSESSMENT DESCRIPTIONS

1. REVEL Online Textbook Quizzes

Points: Earned in the Pearson REVEL online learning system. Three "REVEL points" are earned REVEL for a correct response on a first attempt at a question, two points on a second attempt, and one point on a third attempt.

How to complete: As you are reading/hearing the textbook in REVEL, you will be prompted to take quizzes in REVEL.

Due Dates: Please see due dates in Pearson REVEL online learning system. (Generally due on Sundays 11:59pm.)

2. In-Class Assessments – Include exams, quizzes, journaling, presentations, and substantive participation.

Points: Earned during class time.

Due Dates: Vary. You will not know which class days includes assessments. If you are not present for an assessment or if you miss part of an assessment, it will be dropped as a low score (every student will have two low scores dropped). Since 2 low scores are dropped, there are no make-up in-class assessments.

3. Out-of-Class Assessments: Assignments of Impact (AOIs)– Include creative and applied assignments related to course content.

Points: Earned during class time.

Due Dates: Vary. You will not know which class days includes assessments. If you are not present for an assessment or if you miss part of an assessment, it will be dropped as a low score (every student will have two low scores dropped). Since 2 low scores are dropped, there are no make-up in-class assessments.

4. Final Assessments -During the final week of class, assessments will measure the content and skills that you learned in this course. Final assessments are comprehensive, covering all material in the entire course.

Points: Graded for accuracy.

How to turn it in: In-class exam

NAVIGATING THE COURSE

Getting Around – I have tried to make navigation of the Canvas website intuitive and simple. If you have any difficulties, feel free to post in the ‘Ask Questions Here’ discussion board. When you get into the classroom, make sure to click on the “*Start Here*” link on the main page.

Canvas Modules – Each week of the course has an associate module in Canvas. Just start at the top of our Canvas home page and work your way down the middle to see the course by Module (e.g., Week 1, Week 5, Week 10, etc.).

Pearson REVEL Textbook Reading – You will access your e-textbook through our Canvas course. You can read or listen to the book on your phone, tablet, or computer. The readings will be assigned per week of our course. We will not cover the textbook in its entirety, but you will have access to the entire textbook. You should read all parts of the assigned textbook chapters.

COURSE POLICIES

Chat GPT, AI, and Plagiarism: You should learn how to use AI to help you in your studies, but you should never

Academic Honesty: Students are expected to act with integrity and honesty in this course, to reference ideas and writings that they did not originate, and to do their own course work. Any violation of this course policy will result in the filing of an academic dishonesty report with the college, and a zero on the pertinent assessment and any related assessments. If any student submits work they did not produce on two occasions, they will receive a zero in the course and will be asked to leave the course. This includes AI-generated work. For more on Cascadia College’s academic honesty policy, please see the next section of the syllabus.

What about ChatGPT or other AI? You should definitely learn how to use AI to help you in your studies, but you should never try to submit AI-generated work as your own. Please note that I use an AI-detector in this course to validate student work.

Due Dates/Times: Everything in this class is on a schedule and it is really important that you turn things in on time. If you cannot upload an assignment in Canvas, then email it to me at gneufeld@cascadia.edu before the due date/time. Once the Canvas issue is resolved, you can upload it. If you run into any problems, please communicate with me *before* an assignment is due.

Canvas Problems: Your computer, your internet connection, your internet browser, the Canvas website, the Cascadia servers, internet service providers, etc. There are a lot of things that can go wrong in Canvas. The good news is that they rarely do go wrong. If you have having a problem with Canvas in general or with something specific like doing peer reviews or submitting an assignment, please see the troubleshooting steps on the course home page. These will solve most of your problems. If you cannot resolve the issue, then email ehelp@cascadia.edu. Let me know what's going on and how you are handling it by emailing gneufeld@cascadia.edu

Assignment Extensions: Because flexibility is built into the course (low scores are dropped in major assignment categories), extensions are generally not given. However, in extreme circumstances, when discussed ahead of time, they may be permitted. Examples of an extreme circumstance would be the death of a first degree relative, or a severe unexpected personal medical emergency. If you think you might qualify for an extension on an assignment, please contact me *before* the assignment is due.

"Netiquette": It is *very* easy to misinterpret written communication. All student-to-student, student-to-instructor and instructor-to-student communications (emails, etc.) should be phrased in positive, non-confrontational and non-offensive language. Please keep all interaction cordial, business-like, and professional.

Gradebook Responsibility: It is every student's responsibility to monitor his/her grades. This includes making sure that your grades are showing up in gradebook and that there are no discrepancies. If you have any concerns about your grades as they appear in the gradebook, you should *contact me within a week* of the assignment.

Instructor Timeliness: You can expect me to respond to any correspondence within 24 hours. You can expect that your assignments will be graded within one week of submission. If, by chance, there is a delay, I will let you know when you can expect your assignment.

Challenging a Question on a Test or Assignment: On multiple choice questions, students may challenge the "correct answer" by providing evidence (from the textbook) that another option (deemed "incorrect") is a *better* choice. On written assignments, students may challenge a rubric in the same written manner, noting why points should have been earned. Submissions should be made in writing. Students should note that a submission does not guarantee additional points.

Assignment Feedback: Assignments in this course are graded according to detailed criteria that are provided in the assignments. Students may request more specific feedback on a particular assignment by emailing me. A face-to-face meeting would be the third way a student can get more individualized feedback.

Civility in the Classroom: The online or face-to-face classroom environment should be respectful and non-hostile. Any student who disrupts classroom civility will be asked to leave the class.

CASCADIA COLLEGE POLICIES

1. In the event of a campus closure, please log into CANVAS for announcements and instructions. [Click here for CANVAS instructions, including technical support information.](#)

2. [Please click this link for the Cascadia College Syllabus Learning Agreement.](#) *It is expected that you read through this document in its entirety. Thanks!*
 - a. *If that link does not work, please visit: <https://www.cascadia.edu/programs/sla.aspx>*